Leveled Texts for Social Studies

Early America





Color CD included



Table of Contents

Introduction

What Is Differentiation? 4
How to Differentiate Using This Product 5
General Information About the Student Populations 6–8
- Below-Grade-Level Students 6
- English Language Learners 6
- On-Grade-Level Students 7
- Above-Grade-Level Students 8

Strategies for Using the Leveled Texts 9–17
- Below-Grade-Level Students 9
- English Language Learners 13
- Above-Grade-Level Students 16

How to Use This Product 18–20
- Readability Chart 18
- Components of the Product 19
- Tips for Managing the Product 20

Leveled Texts

Exploring the New World 21–28
Explorers 29–36
American Indian Tribes of the East 37–44
American Indian Tribes of the Plains 45–52
American Indian Tribes of the West 53–60
The New England Colonies 61–68
The Middle Colonies 69–76
The Southern Colonies 77–84
Slavery in the New World 85–92
Causes of the American Revolution 93–100
The Declaration of Independence 101–108
The American Revolution 109–116
Early Congresses 117–124
The Constitution of the United States 125–132
The Bill of Rights 133–140

Appendix

Resources 141
- Works Cited 141
- Image Sources 141–143
- Contents of Teacher Resource CD 144

© Shell Education

How to Use This Product

Readability Chart






Title of the Text	Star	Circle	Square	Triangle
Exploring the New World	1.7	3.2	5.2	6.8
Explorers	1.5	3.1	5.1	6.9
American Indian Tribes of the East	1.7	3.2	5.0	7.0
American Indian Tribes of the Plains	1.8	3.1	5.0	6.9
American Indian Tribes of the West	1.7	3.1	5.1	7.0
The New England Colonies	2.0	3.4	5.2	7.1
The Middle Colonies	1.9	3.3	5.1	6.7
The Southern Colonies	1.6	3.5	5.1	6.8
Slavery in the New World	1.8	3.3	5.0	7.0
Causes of the American Revolution	1.9	3.2	5.1	6.9
The American Revolution	2.2	3.3	5.0	6.9
The Declaration of Independence	1.6	3.0	4.9	6.8
Early Congresses	1.9	3.1	5.0	7.0
The Constitution of the United States	2.1	3.3	4.9	6.5
The Bill of Rights	2.1	3.3	5.0	7.1

Correlation to Standards

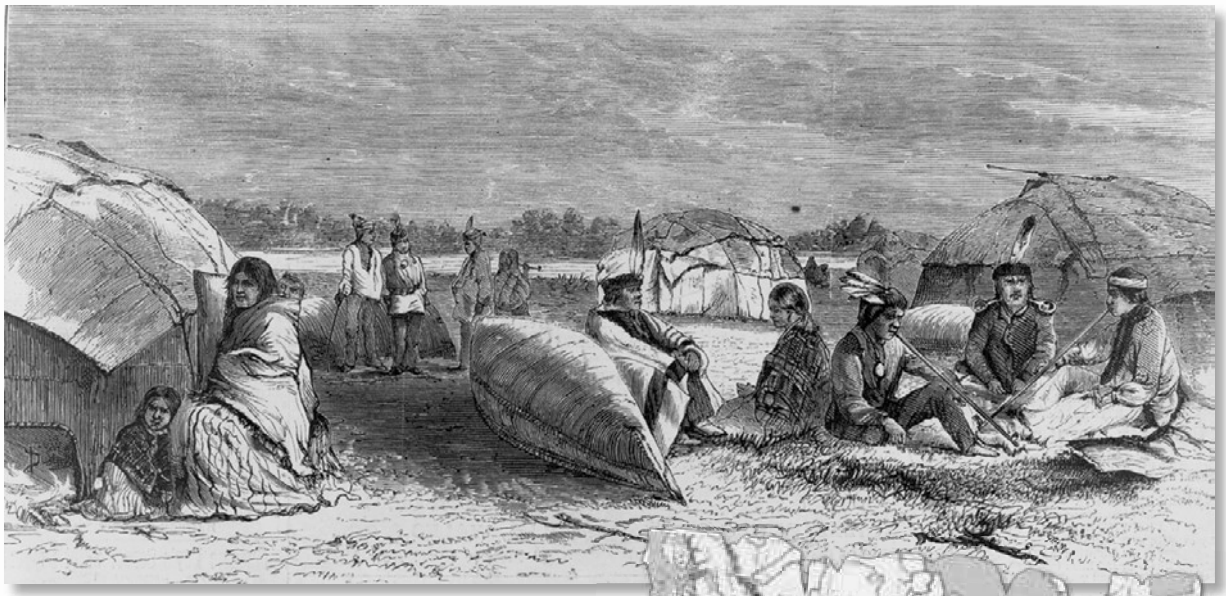
The No Child Left Behind (NCLB) legislation mandates that all states adopt academic standards that identify the skills students will learn in kindergarten through grade 12. While many states had already adopted academic standards prior to NCLB, the legislation set requirements to ensure the standards were detailed and comprehensive. In many states today, teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of Shell Education products, so educators can be assured that they meet the academic requirements of each state.

Shell Education is committed to producing educational materials that are research and standards based. In this effort, all products are correlated to the academic standards of the 50 states, the District of Columbia, and the Department of Defense Dependent Schools. A correlation report customized for your state can be printed directly from the following website: **http://www.shelleducation.com**. If you require assistance in printing correlation reports, please contact Customer Service at 1-877-777-3450.

McREL Compendium

Shell Education uses the Mid-continent Research for Education and Learning (McREL) Compendium to create standards correlations. Each year, McREL analyzes state standards and revises the compendium. By following this procedure, they are able to produce a general compilation of national standards. The social studies standards on which the texts in this book focus are correlated to state standards at **http://www.shelleducation.com**.

© Shell Education





American Indian Tribes of the East

The Woodland People

Some American Indians lived in the Northeast of the United States. They were called the Woodland People. They had a lot of trees on their land. They made pots, tools, and canoes from wood. They put walls made of wooden posts around their towns. These walls were called palisades.

Most of the Indians lived in houses called wigwams. These were dome-shaped homes. Each one had a smoke hole in the top. The outside of the wigwam was covered with bark from trees. One family lived in each wigwam. Some tribes built long houses. These homes were made of poles and bark. They had rounded roofs. A few families lived in each long house.

These Indians planted crops. They grew corn, beans, squash, and yams. Corn was the most important crop. The people ate it. Then, they used the other parts of the corn to make bedding and shoes.

The American Indians loved nature. They thought that each thing had a spirit. When the tribe members ate an animal, they would say a prayer. They honored the spirits of things in other ways, too. The tribes held ceremonies (SER-uh-mo-neez).

© Shell Education

The Southeastern Indians



The Southeast is another area in the United States. In southeastern tribes, mothers were very important. A person was related to other people only on the mother's side. When a couple got married, they lived with the woman's family. The tribes saw women as most important. Still, men made most of the choices.

Some of these tribes lived in chickees. These wooden homes were up off the ground. They were open on all sides. Breezes could blow through. The breezes helped keep the people cool. They lived where the summers were hot. Other tribes built log homes. These kept them warm in the winter.

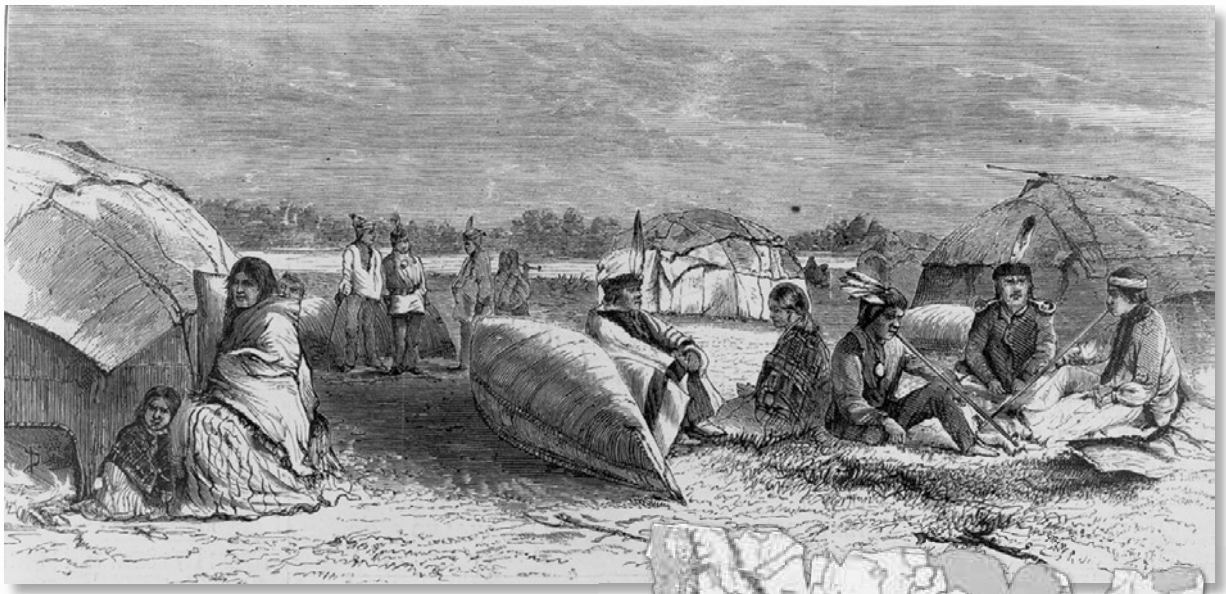
The tribes had many jobs to do. The women took care of the gardens. They looked after the children. The women also made baskets and pottery. The men hunted deer, bear, and rabbits to eat.

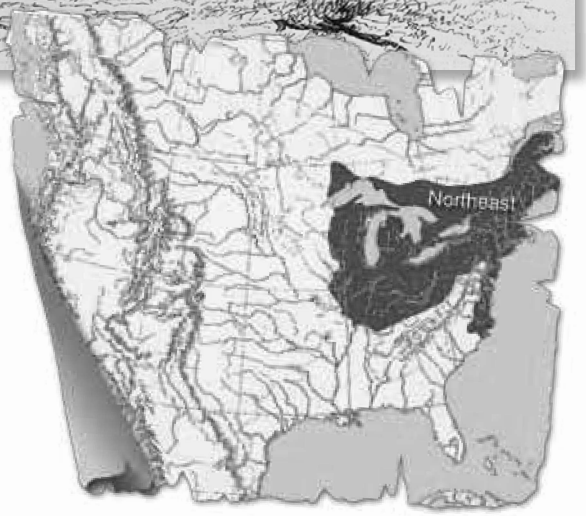


Comprehension Question

Name at least two types of American Indian homes.

© Shell Education





American Indian Tribes of the East

The Woodland People

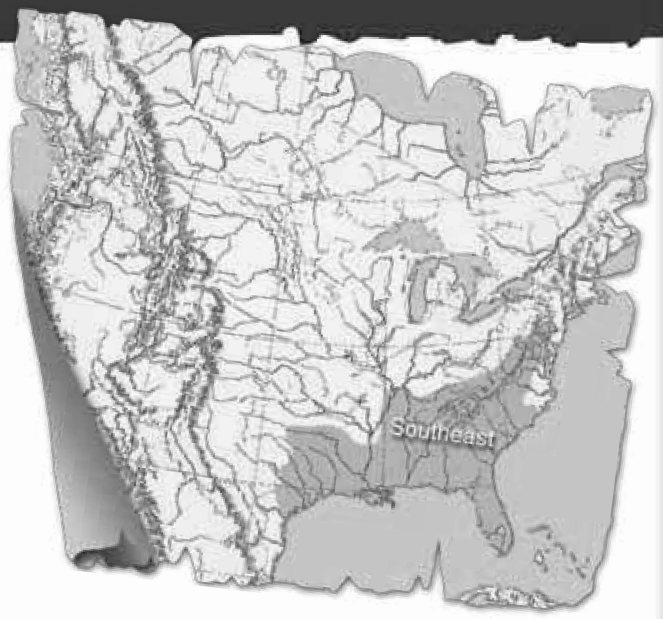
The northeastern American Indian tribes were called the Woodland People. They had lots of trees on their land. So, they made dishes, pots, tools, and even canoes from wood. They built tall walls of sharp wooden posts around their villages, too. The walls were called palisades. Most tribes lived in wigwams. Wigwams were dome-shaped, bark-covered homes. Each one had a smoke hole in the top. One family lived in each wigwam. Some tribes lived in long houses. These long buildings were made of poles and bark. They had rounded roofs. A few families lived inside each one.

Many northeastern Indians planted crops. They grew corn, beans, squash, and yams. The most important crop was corn. The people ate the corn. Then, they used the cobs and husks to make crafts, bedding, and shoes.

The American Indians honored nature. They thought that everything had a spirit. After eating an animal, the tribe offered a prayer. They might also show respect by having a ceremony (SER-uh-mo-nee). Medicine men led the ceremonies.

© Shell Education

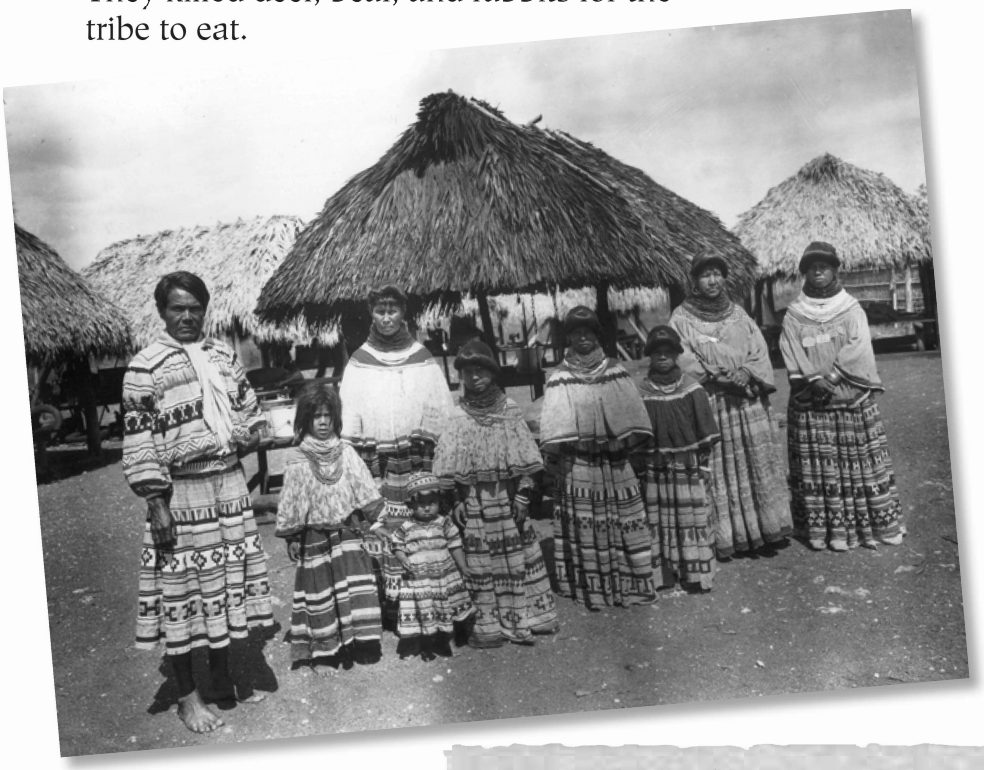
The Southeastern Indians



In southeastern tribes, women were very important. These tribes were matrilineal (ma-truh-LIN-ee-uhl). People were related to each other through the women. When a couple married, they lived with the woman's family. The tribes respected women. Still, men made most of the decisions.

Some of these tribes lived in chickees. These wooden frame homes were raised off the ground. They were open on all sides. Breezes could blow through. This helped keep the people cool. They lived where the summers were hot and humid. Other tribes built log homes. These kept them warm in the winter.

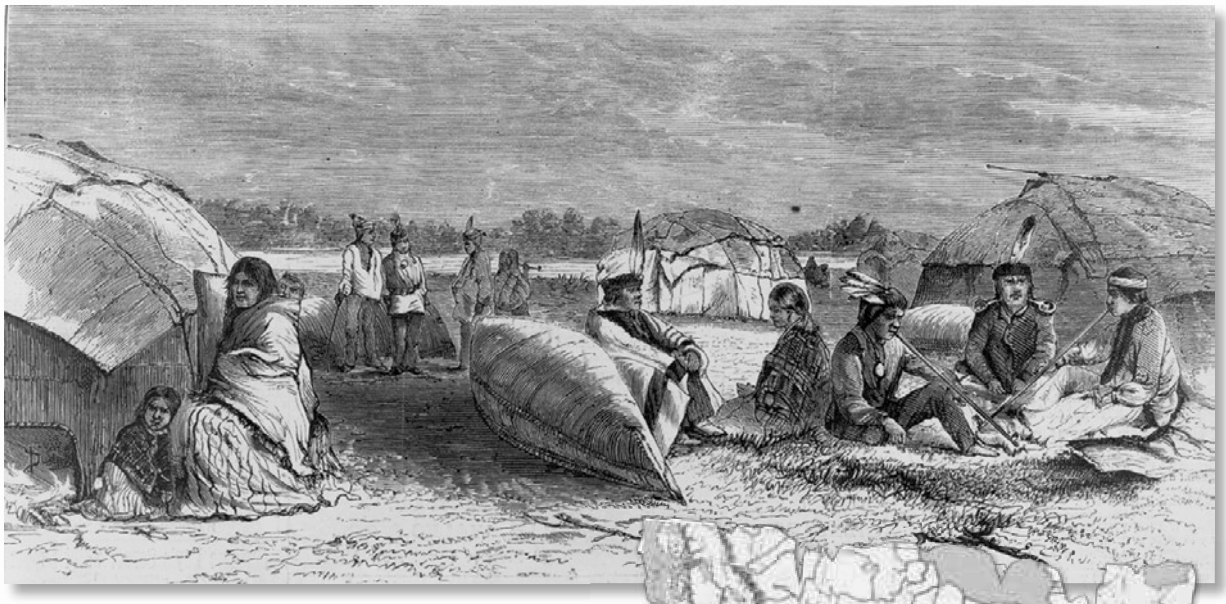
Tribe members had specific jobs. The women tended the gardens and the children. They made baskets and pottery. The men hunted. They killed deer, bear, and rabbits for the tribe to eat.

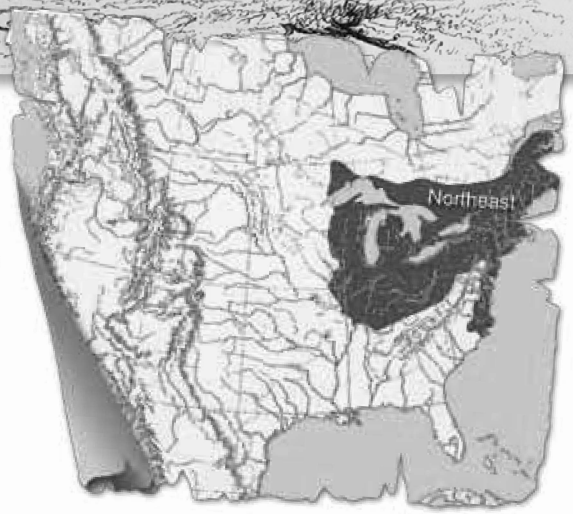


Comprehension Question

Describe two kinds of American Indian homes.

© Shell Education





American Indian Tribes of the East

The Woodland People

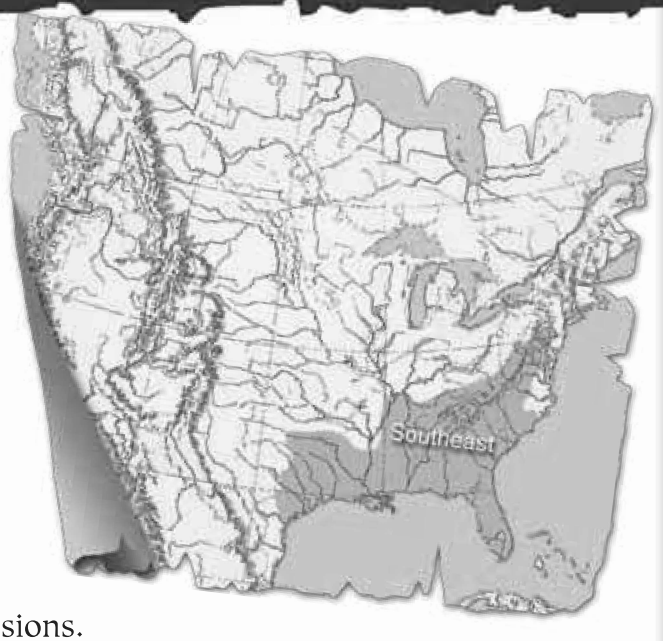
The northeastern American Indian tribes were called the Woodland People. They had many trees in their region. So, they learned to make baskets, canoes, tools, pots, and dishes from wood. They surrounded their villages with tall walls. The walls were called palisades. These walls were made of sharp wooden posts. Most of the Indians lived in homes called wigwams that were just large enough for one family. Wigwams were dome-shaped, bark-covered houses. Each one had a smoke hole in the top. Some tribes lived in long houses made from bark and poles. These long buildings had rounded roofs. Several families lived together within each one.

Many northeastern Indians were farmers. They tended crops of corn, beans, squash, and yams. Their most important crop was corn. The people used every part of the corn. They ate the kernels and used the cobs and husks for crafts, bedding, shoes, and ceremonies (SER-uh-mo-neez).

These American Indians had a deep respect for nature and believed that everything had a spirit. Thus, after eating an animal, tribe members offered a prayer or a sacrifice (SAK-rih-fice). Another way they showed respect for spirits was to hold a special ceremony. This type of ceremony was led by a medicine man.

© Shell Education

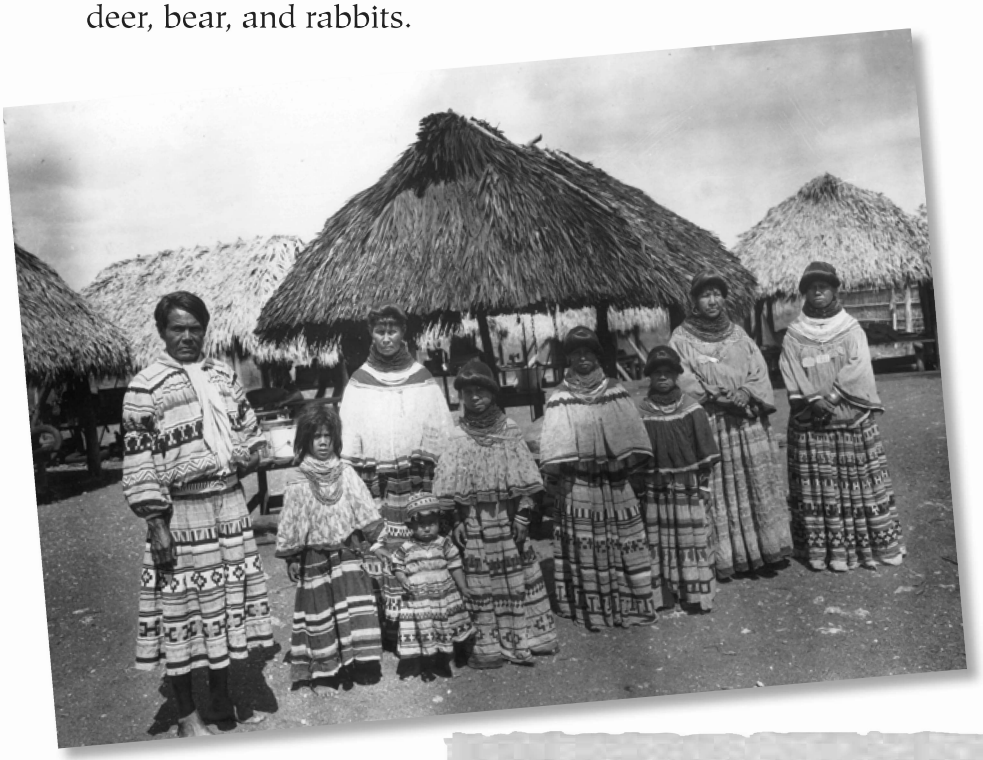
The Southeastern Indians



The southeastern tribes were matrilineal (ma-truh-LIN-ee-uhl). This means that an individual's relatives were all the people who were related to him or her on the mother's side of the family. When a young couple married, they lived with the woman's family. Women held places of honor within the tribes. Even so, the men made the important decisions.

Some of these tribes lived in homes called chickees. These wooden-frame homes were raised off the ground. They were open on all four sides. Breezes could blow through. This helped keep the people cool during the hot, humid summers. Other tribes lived in log homes that protected them from the cold of winter.

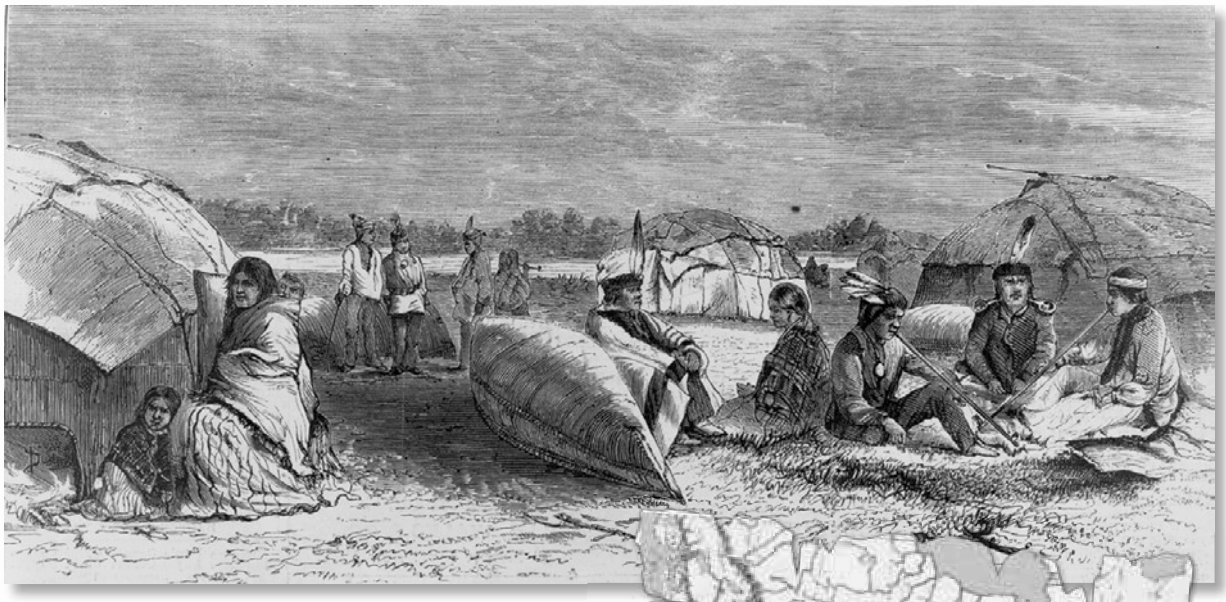
Members of the tribes had specific jobs. The women tended the gardens and made baskets, pottery, and silver jewelry, while men hunted deer, bear, and rabbits.



Comprehension Question

How did homes in the Northeast and Southeast differ?

© Shell Education





American Indian Tribes of the East

The Woodland People

The northeastern American Indian tribes were called the Woodland People. They excelled at making baskets, canoes, tools, pots, and dishes from wood. They surrounded their villages with tall palisades, which are walls made of sharp wooden posts. Most of the Indians lived in homes, called wigwams, that were only large enough for one family. A wigwam was a dome-shaped, bark-covered house with a smoke hole opening in the top. Some tribes lived in long houses made from bark and poles. These long buildings had rounded roofs and several families lived together within them.

Many northeastern Indians were farmers. They planted crops of corn, beans, squash, and yams. Their most important crop was corn. The people used every part of the corn, eating the kernels and using the cobs and husks for crafts, bedding, shoes, and ceremonies (SER-uh-mo-neez).

These American Indians had a deep respect for nature and believed that everything in nature had a spirit. Thus, after eating an animal, tribe members offered a prayer or a sacrifice (SAK-rih-fice). They might also show respect for the spirits by holding a special ceremony led by a medicine man.

© Shell Education

The Southeastern Indians



The southeastern tribes were matrilineal (ma-truh-LIN-ee-uhl), which means that an individual's relatives were all the people who were related on the mother's side of the family. When a young couple married, they lived with the woman's family. Women held places of honor within the tribes, but even so, the men made the most important decisions.

Some of these tribes lived in homes called chickees. These wooden-frame homes were raised off the ground and open on all four sides so that breezes could blow through. This helped keep the Indians cool during the hot, humid summers. Other tribes lived in log homes that protected them from the cold of winter.

Members of the tribes had specific jobs. The women tended the gardens and made baskets, pottery, and silver jewelry, while men hunted deer, bear, and rabbits.



Comprehension Question

In what ways did the American Indian homes reflect the geography of the regions?

© Shell Education